

SUMMATIVE ASSESSMENT: Publishing and Sharing Writing

Complete the writing process with final editing to produce a narrative that demonstrates the use of the writing process and quality writing traits. Students present their finished piece in an Author's Share. Students are assessed through teacher observation, writing scoring guide and speaking scoring guide.

GRADE-LEVEL EXPECTATIONS

- W3A** Write narrative text that contains a beginning, middle, and end, relevant details to develop the main idea, a clear controlling idea, and precise and descriptive language.
- W1A** Follow a writing process to independently use a graphic organizer in prewriting, generate a draft, routinely reread and revise work, routinely edit and proofread for capitalization and ending punctuation, and independently publish writing.
- LS2A** Speak clearly, stay on topic and use appropriate volume and pace when sharing ideas.

LESSON MATERIALS

- Sources of Literature
 - None
- Supplies
 - Flip chart
 - Student writing folders or writer's notebooks
 - Writing Scoring Guide/Grade Two
- Handouts provided
 - Final Copy sheet
- Words to know
 - narrative writing
 - draft

ACTIVITIES

1. Tell students that published writers have deadlines to meet. Journalists have short deadlines and novel writers have much longer ones. Authors have a publisher for each of their books, and must submit work to the person assigned to do the final editing. Even famous authors need others to look over their work to make certain it is correct before publishing. Set the stage for student writers to have a deadline for completing their narratives and publishing their work during an Author's Share.
2. Invite students who have completed revision and editing to submit their drafts to the "publishing editor" (the teacher) for final review. The publishing editor edits for capitalization, punctuation, grammar, and mechanics, and major revision issues such as making sure the details are in order. After the publishing editor marks the margin or where the error occurs, the student makes the correction.

Strategy The teacher serving as publishing editor is effective for writing to be published beyond the classroom or as culmination of major writing projects. Not every piece of writing needs to meet this standard. It is important, however, for students to make corrections after consulting an editor.

3. Students complete their narratives. Confer with students as they revise and edit their narratives. Assist with editing issues. Complete the role of publishing editor by marking places where writers need to make corrections. Allow writers to attempt self-editing before pointing out errors.

Questions for Students How's it going? (focusing on what the writer is doing)
What are some details you have added to this piece?
Choose a sentence that you are struggling with and read it to me.

What do you mean by...?

Are there specific problems you are encountering as you edit your piece?

Where are you going next?

Get started on what we just discussed and let me see you do a bit of it.

4. Continue final editing and revisions using the Final Copy sheet, including copying or word processing to final draft, until all students have met the deadline.
5. Compliment the writers on their efforts. Ask them to share what they have learned about themselves as writers.
6. Tell students they now will present their writing to their classmates during an Author's Share. Each writer will read their writing aloud. The class will listen and respond by asking questions and supportive comments. Using a flip chart, generate a list of desirable speaking behaviors. Ask students to recall presentations that were interesting and engaging and ones that were difficult and less effective. Ask, "How did the speaker make the presentation interesting?" Students generate a checklist to assess speaking. Display the anchor chart for future reference. Tell students how you will assess the Author's Share presentation.
7. Launch the Author's Share. Discuss the writing process the class used to create these narratives. Using the touchstone texts, remind students how this process began. Again, celebrate their efforts as writers. Each student writer then comes before the class to read their narrative piece. This activity may occur over several days or within a single day.

Idea Inviting friends or relatives to attend the writing celebration may extend the Author's Share. This promotes another level of publishing writing and lets the writer widen the audience.

8. The class asks the writer questions about events and details in the story. Rate the student's oral presentation skills using the scoring guide below.

SPEAKING	3	2	1
Volume	Speaks with volume that can easily be heard by all participants; no disruption to the understanding of the presentation	Speaks with volume that can be heard by some, but not all participants; only slight disruption to the understanding of the presentation	Speaks with volume that makes listening difficult and disrupts the understanding of the presentation
Speed/Pace	Speaks with a pace that allows the listener to comprehend	Speaks with a pace that is too fast or too slow so as to make listening difficult, but not entirely disruptive	Speaks with a pace that is too fast or too slow so as to disrupt the listening
Eye Contact	Looks at the audience frequently to maintain a connection	Looks at the audience sometimes; but the connection is remote	Rarely or never looks at the audience; there is no connection

The Writing Scoring Guide for Grade Two that appears below is a holistic scoring guide for assessing the work of second graders. It is the guide used for assessment on the MAP and is therefore an especially useful tool for gauging how well students are able to produce a piece of writing with important craft elements. Use this guide to assess the final draft.

Writing Scoring Guide/Grade 2

4 Points

The paper:

- Is in sequential order
- Contains a clear controlling idea.
- Clearly addresses the topic and provides outstanding details/examples.
- Contains words that are specific, accurate and suited to the topic.
- Consistently uses complete sentences.
- Clearly shows an awareness of audience and purpose.
- Contains few errors in grammar/usage, punctuation, capitalization and/or spelling.

3 Points

The paper:

- Is close to being in sequential order
- Contains a controlling idea.
- Addresses the topic and uses relevant details/examples.
- Contains some words that are specific, accurate, and related to the topic.
- Generally uses complete sentences.
- Shows an awareness of audience and purpose.
- May contain some errors in grammar/usage, punctuation, capitalization and/or spelling that are not significantly distracting to the reader.

2 Points

The paper:

- Has evidence of a sequential order
- Contains a general sense of direction, but may lack focus.
- Generally addresses the topic, but may contain some details that are not relevant.
- Uses words that tend to be repetitive, and ordinary.
- Contains some incomplete sentences that may be distracting the reader.
- Show some awareness of audience and purpose.
- Contains errors in grammar/usage, punctuation, capitalization and/or spelling that may be distracting to the reader.

1 point

The paper:

- May lack evidence of correct sequencing
- Is difficult to follow and/or lacks focus.
- Attempts to address topic, but lacks development.
- Uses words that are consistently repetitive, dull and colorless.
- Includes incomplete sentences that are distracting to the reader.
- Shows little or no awareness of audience and purpose.
- Contains repeated errors in grammar/usage, punctuation, capitalization and/or spelling that may be distracting to the reader.

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